

Playhouse Pre-School

Branfil Primary School, Cedar Avenue, Upminster, Essex, RM14 2LW



Inspection date	19 April 2018
Previous inspection date	19 April 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager reflects on the setting's practice well, recognising its strengths and areas to develop. She acts on the advice of others, such as other early years professionals, to help improve practice and children's outcomes. For instance, she has successfully raised the quality of practice to good levels following the advice from the last inspection.
- Children make good progress and develop the necessary skills for their next steps in learning and for their move to school. They develop particularly good mathematical skills. For instance, children learn to use new mathematical language, such as the word 'symmetrical', and what it means while describing the wings of a butterfly.
- Staff are caring and friendly, and form warm bonds with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Children have exciting opportunities to learn about nature. They enjoy looking at insects, such as caterpillars and snails, and develop their knowledge about growth and living things well. Children develop their curiosity, concentrate and focus well during activities.

It is not yet outstanding because:

- On occasion, staff do not plan their interactions effectively, such as when using questions during activities, to help enhance children's learning experiences.
- At times, staff do not provide a wide range of opportunities to help children learn about diversity, to extend their understanding about different people in the world.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen staff's interactions during activities to help enhance children's learning experiences further
- provide more opportunities for children to learn about diversity to help extend their understanding of different people in the world.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's attendance registers.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to support their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. Overall, the manager monitors staff well and reflects on the quality of their practice effectively to help maintain good teaching levels. She offers good opportunities for staff to develop their skills, such as through regular training sessions and staff meetings. The manager implements effective risk assessment procedures to help staff successfully keep the environment safe for children to play. She checks on children's progress effectively to swiftly recognise and address any gaps in children's learning.

Quality of teaching, learning and assessment is good

Children confidently play in a well-organised and stimulating environment, and independently explore resources. They enjoy imaginative experiences, such as while pretending to sell flowers in the role-play area. They learn to think of ideas, create a story while they play and develop their creative thinking well. Staff assess children's achievements accurately and know their key children well. They make regular observations of what children can do and plan suitably challenging activities to support their good development. Staff form good partnerships with parents. They regularly share information with parents about children's development and involve them in their learning at home to help maintain their good levels of progress.

Personal development, behaviour and welfare are good

Staff teach children well about how to be healthy, such as by offering nutritious foods at mealtimes. Children have good opportunities to be active. For example, they use climbing equipment outside confidently, such as a slide, and develop their balance and physical skills well. Children behave well. Staff are consistent in their approach to managing children's behaviour. For instance, staff act as good role models, helping children to have good manners and be polite. Staff successfully help children learn to keep themselves safe. For instance, they remind children about how to move around the setting carefully to help prevent any trips or falls.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress from their starting points and develop skills that support their next stage of learning. Children talk clearly and confidently, and listen to others well. Older children learn to use writing tools and learn how to write their name. They develop good social skills, and share and take turns with others. Children enjoy exploring different materials to make pictures and learn how to use resources with good control.

Setting details

Unique reference number	EY468399
Local authority	Havering
Inspection number	1097411
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 4
Total number of places	30
Number of children on roll	56
Name of registered person	Playhouse Pre-School Partnership
Registered person unique reference number	RP905186
Date of previous inspection	19 April 2017
Telephone number	07814683620

Playhouse Pre-School registered in 2013. It operates from Branfil Primary School in Upminster, in the London Borough of Havering. The pre-school is open each weekday from 9am until 3.15pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs 12 members of staff, 11 of whom hold relevant childcare qualifications at level 2 or above. The manager holds a suitable early years qualification at level 4.

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